Activities (Continued)

How Many/ How Much	Objectives: Perform various calculations to determine how many items can be purchased, how much money will be left, how much more is needed to buy another item. Students divide the amount on hand by the price per item to determine the maximum number of items that can be bought. Students multiply to determine the total price, then subtract to find how much will be left after the purchase is made. Students calculate how much more money would be needed before another item could be purchased at the same price.

Care of Disks

The micro-software program is recorded on the magnetic coating of the program disk, which is permanently sealed inside a protective cover. Do not touch the surface of the disk that is visible through the oval cutout in the protective cover. When the disk is not in use, it should be returned to its own envelope and stored in a safe place away from dust, magnetic fields, and temperature and humidity extremes. Do not bend, staple, or write on the disk or its protective cover with ball point pen or pencil.

Warranty

Troll Associates provides a lifetime guarantee on Troll micro-software disks. If any program disk is accidentally damaged or ever fails to load or run, simply return it to us for a free replacement.

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Troll MICRO

COURSEWARE

USER'S GUIDE

Troll Micro-Software

Shop Right!
Micro User's Guide

System Requirements

1. Apple IIc, IIe, II+, or II (with Applesoft and at least 48K of RAM).
2. One disk drive.
3. A TV set or video monitor (color is recommended).

How to Use This Program

Shop Right! gives youngsters practice in making shopping decisions and using money to make purchases. Students are offered the opportunity to browse and make purchases in three different settings, calculate totals for purchases, figure change, and do comparison shopping.

Getting Started

Insert program disk into the disk drive with the label facing up and the oval cutout facing away from you. Close the door on the disk drive and turn on the monitor and computer. The red light on the disk drive will light up as the program loads.

NOTE: Some Apple computers require that PR#6 be typed before the program begins loading.

When the program has loaded, the Troll logo will appear, followed by the title. The student is then asked for his or her name, and whether sound is desired. Then the student chooses a difficulty level (1-easiest, 2-medium, or 3-hardest), and chooses either to PRACTICE or to GO SHOPPING. If PRACTICE is selected, the student may choose to focus on any or all of the following skills:

Totaling Purchases
Paying for Purchases
Figuring Change
Comparison Shopping/More or Less
*Coupons/Price Increases
*How Many/How Much

If GO SHOPPING is selected, several activities will be randomly generated from the above list of skills.

Students then choose a shopping area (a carnival, a pet shop, or a magic store), and one of two scenes at the chosen shopping area appears on the screen. The student can choose to shop here by pressing the space bar, or use the→ key to move to the other scene at the same shopping area.

NOTE: When making calculations, students can open a window in which the problem is shown. To do so they should hold down the SHIFT and press the ? key. Students may find it helpful to have a pencil and paper on hand to perform the actual calculations.

*These skills available only in Levels 2 and 3.

Difficulty Level	Maximum No. of Items Per Purchase	Maximum Price Per Item	Largest Coin or Bill Used
1	2	25¢	50¢
2	3	$1.00	$ 1.00
3	4	$2.50	$10.00

Special Keys

	H	Help
CONTROL	X	Return to LEVEL SELECTION Menu
CONTROL	O	Turn Sound On or Off
SHIFT	?	Open Window for Problem

Skills Activities

Totaling Purchases

Objectives: Add prices of items to arrive at the total amount to be spent.

Students add the prices of items to be purchased, and indicate the total amount spent or the total needed to buy the items selected.

Paying for Purchases

Objectives: Compare the amount of a purchase with money on hand, and select the appropriate currency to be used.

Students choose the coins and/or bills they will use in making a purchase for a specified amount.

Figuring Change

Objectives: Calculate the amount of change due.

Students subtract the total amount of purchase from the total amount paid, and enter the difference, which is the change due.

Comparison Shopping/More or Less

Objectives: Compare prices; determine which is lower or higher. At levels 2 and 3, calculate price differences.

Students see two items and their prices, and are asked to determine which costs more and how much more, or which costs less and how much less. They may be asked how much they could have saved if they bought one item instead of another.

Coupons/Price Increases

Objectives: Understand how to use various coupons; determine final price after price increase.

Students make purchases using cents-off coupons or discount coupons. Students are asked what a new price will be after a price increase of a specific amount.

(Continued)